

MOTIVATION MAKES THE LEARNING MUCH EASIER, MORE PLEASANT AND SUCCESSFUL

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A man is a human creature. His behavior, interests and emotion have been the subjects of studying in the works of many scientists. Especially, emotion was the subject of investigations. Here we may present the works by Keith Beasley (1987), Stanley Greenspan (1989), Peter Salovey and John Mayer (1989).

Motivation is an emotional state of a person and has a strong desire for going something or carrying out some activities. Motivating oneself for any achievement requires clear goals and positive attitude. Motivation has the following characteristic features:

- Strong desire for achievement and striving to improve a standard of excellence.
- Equate with the goals of the other people
- Be initiative and train oneself how to act in different situations.
- Be optimist and pursue goals persistently despite obstacles.

Motivation was something that granted achievement in his own language learning. As he was very motivated to learn English, he kept trying which, he believe, made him who he is right now. So what is learner motivation?

According to Paul Davies and Eric Pearse (2000), *motivation is a complex phenomenon and is difficult to define and measure*. Penny Ur states that *'motivated' learner is the one who is willing or even eager to invest effort in learning activities and to progress*. Is motivation very important in ELT? The answer is obviously 'yes'. The reason is that motivation makes the learning much easier, more pleasant and successful. Studies show that motivation is even more important than a language aptitude. As Williams (2008) emphasized, 'very little if any learning can occur unless students are motivated on a consistent basis'.

Language experts point out different kinds of motivation. Gardner and Lambert (1972) introduced the concepts 'integrative' and 'instrumental' motivation.

Integrative motivation is a desire to be involved with native speakers of the language and their culture whereas ‘instrumental’ motivation appears from the need to learn the language for study or for work. ‘Intrinsic’ or ‘extrinsic’ motivation is another distinction which may be more useful to teachers (Ur, 1991). ‘Intrinsic’ motivation is the enjoyment of learning the language while ‘extrinsic’ motivation is derived from the influence of external sources. Five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment (Williams, 2008).

As to teachers, we researched more on how teachers can motivate learners. Williams (2008) states, ‘...in order to get learner motivation, the teachers must be well-trained, must focus, and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational’. Penny Ur emphasizes on 5 factors which have motivating power that teachers must take into account: success and its awards, failure and its penalties, authoritative demands, tests and competition. Teacher’s main functions here are to make sure that

- learners are aware of their successes,
- learners understand they might fail if they don’t make enough progress,
- learners feel they have demanding and authoritative teacher
- to test learners’ progress from time to time;
- to use group competitions in class.

Paul Davies identifies setting appropriate goals and objectives, carefully planned activities, interesting topics, authentic materials, personalities and relationships of the teacher and learners, and teacher’s feedback as important factors to gain motivation.

In conclusion, learner motivation is an essential factor in ELT. As motivation is the key to learner achievement in language learning, all teachers should understand the nature of motivation and do their best to create an atmosphere in which students are as much motivated as possible following and implementing the principles and strategies discussed above. As an EFL teacher, we will implement in teaching all techniques we have learnt as well.

References:

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